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ABSTRACT

The purpose of this literature review is to identify the unique knowledge, skills, and interpersonal needs of women and minorities who hold or aspire to managerial positions in educational research and development. The first tasks toward the goals of providing expanded opportunities for the training of women and minorities and developing effective institutional approaches are seen as: (1) the identification of the unique needs of this population that set them apart from the traditional mainstream routes to managerial positions: and (2) the identification of ways in which those needs can be met through training. The assumption is made that the unique training needs are most likely related to the social and psychological behavior of individuals and groups in business and management. With this assumption in mind, the review is limited to the following topic areas: (1) women and minorities in education R&D management: (2) women in management: (3) minorities in management: and (4) training needs of women and minorities in business and management. The focus within these topic areas is on the unique social, psychological, and political factors aiding or impeding the development of women and minorities. An overview of the literature is followed by an annotated bibliography, a general bibliography, and a bibliography of ERIC listings on women and minorities in education and management. (Author/RLV)

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# Management Training Needs of Women and Minorities: A Literature Review

August 1979

Research for Better Schools, Inc.
1700 Market Street
Philadelphia, Pennsylvania
19103

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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# I. INTRODUCTION

## Background and Purposes of the Literature Review

The purpose of this literature review is to identify the unique knowledge, skills, and interpersonal needs of women and minority group members who hold or aspire to managerial positions in education research and development. The review is conducted for a project on women and minorities in management.

Research for Better Schools, Inc. (RBS) is under contract to the National Institute of Education to conduct an experimental internship project to increase the participation of women and minorities in the management of education R&D. The project is based on data that indicate that women and minorities are underrepresented and underutilized in education R&D professional roles and especially in managerial roles. Further, the data suggest that traditional preparation programs have not met the managerial training needs of women and minorities and are not likely to do so in the near future.

The RBS Women and Minorities Project is specifically designed to expand opportunities for advanced levels of training in education R&D for women and minorities and to develop and utilize effective institutional approaches in the recruitment, training, and utilization of those groups in education R&D organizations.

First tasks toward the goal of providing expanded opportunities and developing effective institutional approaches are to identify the unique needs of women and minorities that set them apart from the traditional mainstream routes to managerial positions, and to identify ways in which those needs can be met through training.

## Assumptions Delimiting the Scope of the Review

The design of the RBS Women and Minorities Training Project calls for placing second-year students from the Wharton School of Business in management internship roles at RBS. In light of the skills, experience, and training of these interns, certain assumptions were made about the focus of the literature review.

First of all, education R&D requires the same technical managerial skills as any other business organization. These skills are, in general terms, planning, organizing, directing, and controlling, and they are indifferent to race or sex. The interns who will participate in the RBS Project have a high level of expertise--both theoretical and practical--in organizational management skills.

Egermeier[1] points out that women and minorities are greatly hindered in attaining professional and managerial roles in education R&D by inadequately developed quantitative skills. Although this statement holds true generally in education and related fields, it is not assumed to be true for the interns of the RBS Project. For the most part, their unique training needs will not be of the technical sort. Clues to the unique training needs of women and minorities, such as those participating in the RBS Project, are most likely related to the social and psychological behavior of individuals and groups in business and management. With these assumptions in mind, the literature search was limited to the following topic areas:

- women and minorities in education R&D management
- women in management
- minorities in management
- training needs of women and minorities in business and management

The focus within these topic areas was on the unique social, psychological, and politial factors aiding or impeding the development of women and minorities in management.

## II. AN OVERVIEW OF LITERATURE ON WOMEN AND MINORITIES IN MANAGEMENT AND THEIR UNIQUE TRAINING NEEDS

The search for literature identifying and describing the training needs of women and minorities in education R&D, and particularly of those in management roles in education R&D, was entered into expecting that there would be a substantial body of literature that addressed the needs of women and minorities in management; that there would be a body of literature addressing the issues and needs of blacks and other ethnic and racial minority groups who hold or aspire to managerial positions in the corporate world; and that there would be some documentation of the skills, experiences, and training needs of women and minorities in professional positions in education R&D and, perhaps, of those few who hold managerial positions in education R&D.

In fact, the literature disappoints all these expectations. Rarely are the training needs of both women and minorities examined together in discussions of management skills, training, and personal requirements. There is ample manpower development literature on the status, experiences, and training needs of minorities and women at the lower levels of education and training who need additional preparation to enter and improve their status in the work force; there is considerable treatment of issues faced by minority and women entrepreneurs; and there is increasing attention to the psychological, social, and educational characteristics, experiences, and training needs of women in management. But there is a paucity of literature on the black experience in management, less on the experience of other minority groups, and similarly, a lack of

literature identifying the unique training needs of blacks and other minorities in management. Further, there are statistical data describing the levels of participation of women and minorities in education R&D (see Egermeier), but very little data identifying their unique training needs in professional and managerial roles.

The search task, then, was to extrapolate from the abundant literature on work styles, leadership styles, personality factors, motivation to manage, fear of success, sex-role socialization, sexism and racism, the "male-model" of management, and individual power acquisition behaviors in the business and professional worlds to the unique training needs of women and minorities in management and in education R&D management.

In this review, the literature has been categorized in terms of intrapersonal factors affecting career patterns of women, and to some extent minorities, in management; interpersonal factors between the sexes and the races; and extrapersonal factors impacting on the entry and rise of women and minorities in management. Intrapersonal factors are those such as motivation to achieve, risk-taking behaviors, and fear of success that may be viewed as dictated by the individual's habits of mind. Extrapersonal factors have less to do with the individual's behavior patterns and more to do with the external forces influencing the individual, such as racism and sexism. Interpersonal factors have to do with the behaviors of individuals and groups based on fears, prejudices, and assumptions. Although these factors are in many ways interrelated, they serve as convenient rubrics for the present analysis of the literature.

Intrapersonal Factors Affecting Women and Minorities in Management

Henning and Jardim state in The Managerial Woman:

> If a woman assumes without thinking that the quality of relationships is her most improtant priority and acts on it, if she tends not to have tangible career objectives, if as a consequence she focuses her energies on job performance in the here and now, oblivious to the informal pressures and counter-pressures that influence promotion, the chances are painfully small that she will be able to distance herself from the difficulties of the corporate present by making the current costs of a career future.

The authors' concern is the differences between men's and women's psychological posture toward work and career, and the effects on women's managerial mobility. They point out that men and women view risk-taking in different ways: Men view risk-taking as a possibility for future gain or loss in their careers, and women view it as danger and ruin in their here-and-now jobs. Men think in terms of teams and of winning and losing with the team; women perform their work roles independently of teams, placing higher value on their individual efforts and skills. Men choose their work styles on the basis of what is expected of them and vary their styles to meet situational needs; women choose their styles on the basis of their self-concept and tend to maintain a single style in all work-related situations.

Hennig and Jardim point out, further, that women tend to display a lack of awareness of the "informal pressures and counterpressures that influence promotion." Schein is even more forceful on this subject. She states that "power struggles, alliance formation, strategic maneuvering

and 'cut-throat' actions may be as endemic to organizational life as planning, organizing, directing and controlling."[3] To Schein, learning the nature and use of "power acquisition behaviors" of individuals in organizations is essential to women. "Power acquisitions and political behaviors may be far more related to managerial success than a variable such as the leadership style in terms of one's work group."[4]

In his study of the motivation to manage among college women, Miner found that "among the various aspects of managerial motivation, female college students appear to be particularly lacking in a desire for power . . . , assertiveness, . . . and a desire to compete."[5] Along the same lines as Hennig and Jardim, Veroff points out that women have been taught to emphasize the process of their achievement strivings but men think in terms of the impact of their achievement attempts.[6]

The list of intrapersonal liabilities affecting the woman in management is long, but there are some assets described in the literature as well. Dipboye and Wiley found that college recruiters felt that assertive female interviewees were more qualified and experienced than similarly assertive male interviewees.[7] Murray and Mednick found in their study of achievement motivation among black women that "success does not arouse negative concerns for black women in contrast to their white counterparts, and . . . [fear of success] does not serve as an internal barrier to achievement."[8]

A summary of intrapersonal skills that seem most needed include achievement motivation, assertiveness, career orientedness, competitiveness, flexible work styles, power acquisition, impact orientation to achievement strivings, and teamwork.

## Extrapersonal Factors Affecting Women and Minorities in Management

Extrapersonal factors affecting the career patterns of women and minorities in management include those institutional practices, covertly and systematically carried out by the members of the establishment mainstream, that exclude women and minorities from positions of power in management as well as from other significant social, economic, and political roles in society. The case against institutional racism and sexism is well documented and need not be repeated here except as a framework for describing one of the operants -- the "old-boy network."

In Black Managers in White Corporations, Fernandez writes, "Blacks suffer particularly from the psychology of group life, in which conformity in areas totally unrelated to ability is made the primary factor for acceptance."[9] Later he quotes Blauner's definition of "neo-racism" (Racial Oppression in America, 1972): "It is simply that in our white-oriented society, most institutionalized procedures and rules have been made with whites in mind, especially white males." Bernard describes the same phenomenon, in terms of women, as the "stag effect": "The stag effect includes the complex of exclusionary customs, practices, attitudes, conventions and other social forms which protect the male turf from the intrusion of women."[10]

The power of the white male club syndrome described above makes Sanday's typology of cultural units in many ways analogous to the relationships between women and minorities and men who keep a strong grip on the top management positions in corporations. Sanday describes four cultural types as follows:

> Mainstreamer: member of the mainstream culture only (those people who have been exposed to and have assimilated the cultural components leading to mainstream life-style and social performance).
>
> Bicultural: member of the mainstream culture and some other unit (those people who have been exposed to and have assimilated the cultural components that allow them to perform acceptably in the mainstream culture and some other cultural unit).
>
> Culturally different: peripheral member of the mainstream culture, primary social performance is in some other cultural unit (those people who have been exposed to and have assimilated the cultural components related to social performance in a nonmainstream cultural unit).
>
> Culturally marginal: peripheral member of any cultural unit due to limited access and exposure to concepts and experiences (a characteristic often of institutionalized, sensorially limited individuals, and peer groups whose members have permanently disassociated themselves from their parents' culture).[11]

Sanday explains: "These four types form a continuum in the degree to which mainstream norms are internalized and expressed. Taking the mainstream as the point of reference, competition, hardwork, striving for success, and future orientation characteristically underlie prototypic transactions."[12]

Despite Sanday's own caveat that "it cannot be assumed that any type is defined by race, national origin, or social class," it is nonetheless intriguing to substitute the term "management" for "mainstream," "men" for "mainstreamers," and "women and minorities" for "bicultural," "different," and "marginal."

From this perspective, women and minorities may be assimilated into management but are more likely marginal or peripheral in their relationship to management--especially at the highest levels of corporate management-- or bicultural in the best of circumstances.

When the typology is viewed from a slightly different perspective, biculturalism may be compared to the androgynous model of management in which stress on traditional values (competition, power acquisition) is combined with such values as process orientation to striving, impact orientation to people, and product-centered organization. The androgynous model of management requires more variety in its processes and practices than does the traditional male model and certainly includes more persons who are male and not white in the the management structure.

## Interpersonal Factors Affecting Women and Minorities in Management

Several of the authors read for this review have pointed out the importance of effective communications in the development of managers. In particular, it is important that women and minorities understand and use assertiveness as a tool. Bernard defines assertiveness as "a method for overcoming the trained incapacity of women to protect themselves against imposition and violation of their rights."[13] Viewing communications as information sharing, Schein lists information and the use of it as one of the "bases of power" used by individuals in organizations.[14] Both Burrows[15] and Nicholson[16] stress the need for discussions and open communications between men and women on the job about the development of women managers, the reduction of prejudices against women in positions of power, and their mutual management problems. Nicholson writes:

> Training programs should be directed toward teaching men and women management skills and providing channels for better communication. The emphasis is on training good managers, and on providing a comfortable, low-anxiety environment for discussing common problems.[17]

In describing issues related to sex status in professional life, Epstein argues that "women must learn the dynamics of dealing with inappropriate responses to their sex as well as learn the skills of their trade."[18] Schein asks: "What is the impact and implication of this [sex] difference on how we react to each other, accept each other professionally, and perhaps prevent each other, from career-related opportunities." She suggests that the whole set of dynamics around sexual attraction, fear of sexual attraction, and the "possible relationship between perceived masculinity and job status among males" is an area that needs much more research.[19]

Interpersonal skills for management thus include assertiveness, information control and sharing as a basis of power, coping with sex-role stereotyping, and coping with sexual differences as well as attractions in the workplace.

## Implications of the Literature Review for the Design and Content of the Internship Program

As was implied earlier, there are at least two ways of looking at the training needs of women and minorities in management: one is in terms of management skills and the other is in terms of personal skills.

The position taken in this review --and indeed it is a position supported in the literature-- is that, with the possible exception of mathematics and highly developed quantitative skills, management skills are not needed uniquely by women and minorities. Like their white male counterparts, women and minorities need skills in all aspects of management, including planning, organizing, directing, and controlling the goals, functions, and human resources of an organization.

Women and minorities need training to overcome those limitations that are self-imposed, socially imposed, or imposed by their systematic exclusion from management opportunities, roles, and positions traditionally dominated by white males.

On the following page is a list of the kinds of needs identified in the literature that might serve as subject-matter bases for a training program for women and minorities in management.

## Intrapersonal

Achievement Motivation:

- how to increase personal achievement motivation for a management career.

Assertiveness:

- how effectively to secure personal rights and avoid having them violated.

Career Orientation:

- making the distinction attitudinally between job-specific focus and career orientation in which specific jobs are stepping-stones

Competitiveness:

- understanding the various kinds of competition (internal standards, external criteria, against others) and how to use them situationally.

Flexibility in Work Style:

- changing work styles, roles, personalities in different situations for personal goals.

Impact Orientation:

- understanding differences in outcome between achievement impact orientation and achievement process orientation; how to use them and when.

Power Acquisition:

- understanding power behaviors--the bases, intents, and methods how to acquire them and when to use them.

Risk-Taking Behavior:

- how to view risk taking; how to take risks to achieve goals.

Success Attitudes:

- understanding fear of success and fear of failure.

Teamwork:

- understanding the uses and impact of teamwork; when to use teamwork, when to rely on personal resource and efforts.

Interpersonal

Communication Skills:

- related to assertiveness skills with focus on interactions with subordinates, superiors, and peers.

Coping Skills:

- how to address (or not address) inappropriate responses to race or sex.

Developing the Personal Support Network:

- understanding the importance of the network; understanding tokenism (the solo woman, minority group member) and responsibilities to self and others in the role; contrast with "queen bee syndrome."

Extrapersonal

Affirmative Action:

- what is its role and function in the organization, its limitations.

Litigation and Other Legal Avenues:

- what are the relevant civil rights laws; documenting patterns of discriminations; litigation as a strategy, its values and limitations.

Male Model of Management:

- coping with the male model intact; strategies for changing the model toward an androgynous model.

The above subjects may be lectures/seminars, debates/discussions, reading materials, or research projects. A delineation of suggested internship procedures follows.

Internship modules designed to deal with intra-, inter-, and extrapersonal needs may include the following provisions:

1. Intern self-assessment tools to identify personal dynamics.
2. Management self-assessment tools.
3. Intern-selected mentor or role-model counselors (who may or may not be with management).
4. Peer discussion groups to identify needs/problems as they arise.

5. Lab settings for working on specific skills.

6. Management/intern/staff discussion sessions to identify mutual problems and design alternative solutions.

7. Documentation of needs, methods used to address them, and outcomes (successes and failures).

Should interns identify specific management training needs as they apply to education R&D, they should be included in the internship program modules.

NOTES

1. John C. Egermeier, "Participation of Women and Minority Sub-Groups in Research-Related Activities in the Field of Education" (Washington, D.C.: National Institute of Education, 1977), p. 8-1.

2. Margaret Henning and Anne Jardim, The Managerial Woman (New York: Doubleday, 1977), p. 33.

3. Virginia E. Schein, "Women Managers: How Different Are They?" (Paper presented at the annual meeting of the American Psychological Association, Washington, D.C., September 1976), p. 1.

4. Ibid., pp. 5-6.

5. John B. Miner, "Motivation to Manage Among Women: Studies of College Students," Journal of Vocational Behavior 5 (1974): 247.

6. Joseph Veroff, "Process vs. Impact in Men's and Women's Achievement Motivation," Psychology of Women Quarterly 1 (1977).

7. Robert L. Dipboye and Jack W. Wiley, "Reactions of College Recruiters to Interviewee Sex and Self-Presentation Style," Journal of Vocational Behavior 10 (1977).

8. Saundra Rice Murray and Martha Mednick, "Black Women's Achievement Orientation: Motivational and Cognitive Factors," Psychology of Women Quarterly 1 (1977): 247.

9. John P. Fernandez, Black Managers in White Corporations (New York: John Wiley and Sons, 1975), p. 2.

10. Jesse Bernard, "Where Are We Now? Some Thoughts on the Current Scene," Psychology of Women Quarterly 1 (1976): 24.

11. Peggy Reeves Sanday, "Cultural and Structural Pluralism in the United States," in Anthropology in the Public Interest: Field Work and Theory, Ed., Peggy Reeves Sanday (New York: Academic Press, 1976), p. 62.

12. Ibid.

13. Bernard, "Where Are We Now?": 35.

14. Virginia E. Schein, "Individual Power and Political Behaviors in Organizations: An Inadequately Explored Reality," Academy of Management Review, January 1977.

15. Martha G. Burrows, "Women: A Worldwide View of Their Management Development Needs," Special Report to American Management Association members (New York: AMACOM, Division of American Management Association, 1976).

16. Delaine R. Nicholson, "Management Training for Women: A Status Report," HRD Training, September 1976, n. p.

17. Cynthia Fuchs Epstein, Woman's Place: Options and Limits in Professional Careers (Berkeley, Calif.: University of California Press, 1970), p. 196.

18. Schein, "Women Managers," p. 196.

19. Ibid., p. 7.

## III. TRAINING NEEDS OF WOMEN AND MINORITIES IN EDUCATION R&D MANAGEMENT: AN ANNOTATED BIBLIOGRAPHY

Bachtold, Louise M. "Personality Characteristics of Women of Distinction." Psychology of Women Quarterly 1 (1976): 70-78.

This is a study of 863 women psychologists, scientists, artists, writers, and politicians. They were compared on the Sixteen Personality Factor Questionnaire through a multiple discriminant analysis. The four groups were set apart by personality characteristcs adaptive to their professional role expectations. Politicians were more sociable, conscientious, self-controlled, and group dependent; artists and writers were more affected by their feelings, more spontaneous and natural, and inclined to follow their own urges; scientists were more reserved, serious, and tough minded; and psychologists were more flexible, liberal, and accepting. When contrasted with women in the general population, the four groups of career women were found to be brighter, more assertive, more adventurous, and less conservative.

Basil, Douglas C., and Traver, Edna. Women in Management. New York: Dunellen, Inc., 1972.

A questionnaire was mailed to 2,000 organizations, including companies and local, state, and federal government agencies, to determine specific barriers to the promotion of women into managerial positions. Some interpretations of results are questionable in light of recent work and feminist attitudes. The authors write, "Why shouldn't women be feminine and even seductive if that permits them to achieve success in a managerial career?"

Bernard, Jesse. "Where are We Now? Some Thoughts on the Current Scene." Psychology of Women Quarterly 1 (1976): 21-36.

This article provides some suggested strategies for dealing with both subtle and blatant discrimination and describes the "stag effect" and the "put-down." The stag effect includes the complex of exclusionary customs, practices, attitudes, conventions, and other social forms that protect the male turf from the intrusion of women. It includes the "avoidance syndrome" such as when women in graduate and professional schools are denied the same attention that males receive from professors. The put-down is a signal of discourtesy and includes disparaging remarks, jokes, and verbal belittlement.

Bird, Caroline. Enterprising Women. New York: W. W. Norton and Co., 1976.

This book, which was a project of the Business and Professional Women's Foundation, presents a sample of the women who have contributed to the economic development of America throughout its history.

Burrows, Martha G. "Women: A Worldwide View of Their Management Development Needs." Special Report to American Management Association Members. New York: AMACOM Division of American Management Association, 1976.

Burrows questioned 184 women who either own and operate their own businesses or have middle or upper management positions in profit-making corporations, nonprofit organizations, or government service in the United States or abroad. The following list of management development needs emerged:

1. Specific management skills in finance and budgeting, planning, and effective decision-making.
2. Organization skills in/knowledge of policy-making guidelines and budget-making guidelines.
3. Relevant contexts for formal management training by discussing the development of women managers and discussing mutual management problems with men.
4. Need to be more knowledgeable and/or more productive in field than male coworkers in order to be considered for promotion.
5. Advancement through specialized skills in a technical area rather than through general management training and development.
6. Discrimination erased in guidance counseling, testing, and hiring and recruitment practices of organizations.
7. Development courses sponsored by company or organization especially for management levels.
8. Guided practical experience as a critical aid to upward mobility.

Dipboye, Robert L., and Wiley, Jack W. "Reactions of College Recruiters to Interviewee Sex and Self-Presentation Style." Journal of Vocational Behavior 10 (1977): 1-12.

College recruiters evaluated the qualifications and employability of either a male or a female applicant for a supervisory position. Half the recruiters in the experiment viewed a videotape of the candidate presenting himself or herself in a passive manner. The

other half of the recruiters viewed a moderately aggressive interviewee. Contrary to the hypothesis, and the moderately agressive female was rated as favorably as the moderately aggressive male, and the passive male was rated as negatively as the passive female. Although recruiters were as willing to hire the moderately aggressive male as they were the moderately aggressive female, they perceived the female's overall qualifications and her experience/training as superior to that of the male's.

Douvan, Elizabeth. "The Role of Models in Women's Professional Development." Psychology of Women Quarterly 1 (1976): 5-20.

The author suggests that modeling is more important for young men than women for whom peers act as identification figures in the "sisterhood." "Yet my experience and impressions as well as some shards of data lead me to conclude that many women also need and use older models, however specially, for their own purposes and growth."

Egermeier, John C. "Participation of Women and Minority Sub-Groups in Research-Related Activities in the Field of Education." Unpublished working draft of a paper. Washington, D.C.: National Institute of Education, January 1977.

Egermeier includes in this report women and blacks, Hispanics (including Puerto Ricans), American Indians, and Orientals. Among the major findings he cites the following:

1. Women make up 30 percent of the professional and managerial work force.
2. Whites and Orientals are overrepresented in education R&D in proportion to their numbers in the population.
3. American Indians are proportionally represented.
4. Blacks and Puerto Ricans are underrepresented.
5. Women of all racial/ethnic subgroups are subtantially underrepresented throughout the professional/managerial levels in education R&D, and within the training stream leading to employment in education R&D.
6. Minorities and women are best represented within the labs and centers (especially the labs) and least represented in SEAs, industry, and R&D management positions.

Epstein, Cynthia Fuchs. Woman's Place: Options and Limits in Professional Careers. Berkeley: University of California Press, 1970.

Epstein documents the status of professional, and to some extent working, women with an emphasis on the "elite" professions (i.e., science, medicine, law, engineering, and university). She indicates that women are under-achievers, underperformers, and underproducers--even when talented and educated--as a result of stereotypes of feminity; role conflicts between family and career; sex-role socialization; the limited and negative image of the working woman; lack of role models; contradictory messages from family and society concerning achievement; the lack of emotional and economic support for training in the professions; denial of positions of power and authority in the social systems; sex-typing of occupations; the exclusivity of the informal, male-club/colleagual networks; and self-exclusion as a result of the lack of aggressive initiation of contacts and visibility of contributions, publications, and participation in professional organizations.

Esposito, Ronald P. "The Relationship Between the Motive to Avoid Success and Vocational Choice." Journal of Vocational Behavior 10 (1977): 347-57.

This study examined, for 221 black and white male and female college students, the relationship between the Motive to Avoid Success ($M_{-s}$) and sex and race; congruency, consistency, and differentiation of occupational choice; and occupational aspirations. Results of the study showed a significant sex difference on $M_{-s}$. High $M_{-s}$ in white females predicted well-defined, sex-role stereotyped, and low occupational aspirations, but for white males it predicted high aspirations. No significant results were found for black males, and $M_{-s}$ in black females seemed to be related to economic well-being.

Garland, Howard. "Sometimes Nothing Succeeds like Success: Reactions to Success and Failure in Sex-Linked Occupations." Psychology of Women Quarterly 2 (1977): 50-61.

Following work done by Pheterson et al., the author suggests that although women may be judged less favorably than men while attempting to achieve, this bias in judgment may be eliminated by clear evidence of achievement, and advises that "in situations involving the evaluation of

individual performance, we might try to avoid giving the evaluator simultaneous information about the performance of males and females if we wish to minimize the influence of sex-roles stereotypes on the evaluations that are made."

Fernandez, John P. Black Managers in White Corporations. New York: John Wiley and Sons, 1975.

Fernandez analyzed eight firms in California (six of which were listed in Fortune 500) and the career patterns of 156 white and 116 black managers in those firms to identify the major determinants of the career patterns of black managers in white corporations. He points out that "blacks suffer particularly from the psychology of group life, in which conformity in areas totally unrelated to ability is made the primary factor for acceptance." The leading problem for blacks in management is "neo-racism" as defined by Blauner in Racial Oppression in America (1972): "It is simply that in our white-oriented society, most institutionalized procedures and rules have been made with whites in mind, especially white males." Fernandez concludes pessimistically that "negative racist attitudes are far from softening; they are becoming more solidified. There seems less likelihood than ever of true interracial harmony. Whites are becoming more angry and defensive and blacks more proud, impatient and militant.

Flemming, Arthur S. "Minorities and Women as Government Contractors." A report of the United States Commission on Civil Rights, May 1975.

As a result of the limited impact of the federal, state, and local special contracting programs, minorities receive less than seven-tenths of one percent of the $120 billion spent annually by these governments for contracts, and the identifiable share of contracts awarded to firms owned by women is imperceptible.

Frank, Harold. Women in the Organization. Philadelphia: University of Pennsylvania Press, 1977.

The author uses case examples of women in management as a basis from which to analyze social, cultural, and psychological factors influencing the experiences of both men and women in management. The second half of the book is devoted to discussions of federal legislation, current studies, and articles from various positions and sources, each bearing upon some aspect of the case examples.

Gordon, Francine E., and Strober, Myra H. Bringing Women Into Management. New York: McGraw-Hill, 1975.

This work is the outgrowth of a conference on women in management held at Stanford University in April, 1974. Discussants include Cynthia Fuchs Epstein, Carol Jacklin, Eleanor Macklin, and others. Presented are issues relating to sex differences in intellect, motivation, social behavior, male-female relationships and roles on the job, and strategies--especially affirmative action strategies--for bringing women into management.

Harlow, Dorothy N., and Kimmel, Ellen. "Management Development Programs: For Women, By Women?" Paper presented at the Academy of Management, Kissimee, Florida, August 1977.

The authors propose "for women only" courses on assertiveness training, the impact of sex-role socialization, and goal setting; and courses for both women and men on managing role conflicts at work, affirmative action strategies, and developing "womanpower" in the marketplace.

Henning, Margaret, and Jardim, Anne. The Managerial Woman. Garden City, N.Y.: Doubleday, 1977.

"The primary aim of this book is to help men and women understand the critically different beliefs and assumptions which they hold about themselves and each other, about organizations and a management career." The authors state: "If a woman assumes without thinking that the quality of relationships is her most important priority and acts on it, if she tends not to have tangible career objectives, if as a consequence she focuses her energies on job performance in the here and now, oblivious to the informal pressures and counterpressures that influence promotion, the chances are painfully small that she will be able to distance herself from the difficulties of the corporate present by making the current costs of a career future." The authors include some suggested activities to help women deal successfully with the problematic differences in assumption, perception, and behavior.

Miner, John B. "Motivation to Manage Among Women: Studies of College Students." Journal of Vocational Behavior 5 (1974): 241-49.

According to Miner, "there do appear to be certain motives that can be important for managerial effectiveness that are more likely to be found among females--the conscientiousness or sense of responsibility implied by the

'Routine Administrative Functions' measure [used in his study of students at four different universities] and favorable attitudes toward authority. . . . Among the various aspects of managerial motivation, female college students appear to be particularly lacking in a desire for power (imposing their wishes on others), assertiveness (masculine role behavior) and a desire to compete (competitive games and situations). This suggests that women might be most likely to experience difficulty as managers because they do not take charge and push hard for results and their own advancement. Success would most likely stem from an ability to get along well and avoid conflict in the hierarchic system."

Murray, Saundra Rice, and Mednick, Martha. "Black Women's Achievement Orientation: Motivational and Cognitive Factors." Psychology of Women Quarterly 1 (1977): 247-59.

The literature on motivational and cognitive factors related to the achievement orientation of black women is reviewed. Achievement, motivation, and fear of success are discussed, and the inclusiveness of the findings for black women is noted. The limited data concerning black women's expectations for and causal attributions about achievement outcomes are also examined. Directions for future research are discussed with emphasis on the necessity of considering sex-role concerns as mediators of black women's achievement behavior.

Nicholson, Delaine R. "Management Training for Women: A Status Report." HRD Training, September 1976.

Nicholson reviews current training programs for women and identifies several approaches and content being taken in them. "Training programs should be directed toward teaching men and women management skills and providing channels for better communication. The emphasis is on training good managers, not good male or female managers, and on providing a comfortable, low-anxiety environment for discussing common problems."

O'Leary, Virginia E. "Some Attitudinal Barriers to Occupational Aspirations in Women." Psychological Bulletin 81 (1974): 809-26.

A review of literature is presented focusing on those attitudinal barriers that may interact to inhibit the woman worker from engaging in the kinds of achievement-directed behavior necessary to ensure her promotion into managerial positions. Some

factors, such as societal sex-role stereotypes and attitudes toward competency in women, are external to the woman herself but may create barriers to her job-related aspirations. Internal factors include fear of failure, low self-esteem, and role conflict, as well as perceived consequences and incentives for engaging in achievement-related behaviors. Implications for further research and application of these findings are discussed.

Rogalin, Wilma C. and Pell, Arthur R. Women's Guide to Management Positions. New York: Simon and Schuster, 1975.

This book provides checklists for evaluating persona career potential and the job as a vehicle for career growth, and includes legal, educational, and personal tips for the woman interested in management positions.

Sanday, Peggy Reeves. "Cultural and Structural Pluralism in the United States." In Anthropology in the Public Interest: Field Work and Theory, edited by Peggy Reeves Sanday. New York: Academic Press, 1976.

Sanday offers a typology of cultural units as follows:

1. Mainstreamer: member of the mainstream culture only (those people who have been exposed to and have assimilated the cultural components leading to mainstream life-style and social performance).
2. Bicultural: member of the mainstream culture and some other unit (those people who have been exposed to and have assimilated the cultural components that allow them to perform acceptably in the mainstream culture and some other cultural unit).
3. Culturally different: peripheral member of any cultural unit due to limited access and exposure to concepts and experiences (a characteristic often of institutionalized, sensorially limited individuals, and peer groups whose members have permanently dissociated themselves from their parents' culture).
4. Culturally different: peripheral member of the mainstream culture, primary social performance is in some other cultural unit (those people who have been exposed to and have assimilated the cultural components related to social performance in a nonmainstream cultural unit).

Schein, Virginia E. "Women Managers: How Different Are They?" Paper presented at the Annual Meeting of the American Psychological Association, Washington, D.C., September 1976.

The paper constitutes discussant remarks on papers and presentations made by a panel on women managers. Schein presents the following view: "A structured career pathing approach [is needed] which relies less on reducing male (or female) bias, relies less on role models and other ways to motivate women, and places far more emphasis on insuring that there are organizationally planned, upwardly mobile career paths for these women--paths along which women acquire the specific skills that are needed for a pre-established target job."

Schein, Virginia E. "Individual Power and Political Behaviors in Organizations: An Inadequately Explored Reality." Academy of Management Review, January 1977.

Despite their apparent pervasiveness, individual political behaviors in organizations have received minimal theoretical and research attention. This discussion focuses on individual power-related behaviors. A conceptual scheme links the bases of individual power, the intent of the powerholder, and the means of the powerholder. Implications for related areas and suggested research approaches are discussed.

Veroff, Joseph. "Process vs. Impact in Men's and Women's Achievement Motivation." Psychology of Women Quarterly 1 (1977).

The author presents a new taxonomy of six achievement motivation types, with the categories based on an interaction between two factors: whether the individual emphasizes the process of achieving or the impact of accomplishment itself, and whether the person derives his standards of excellence from within himself, from social reference, or from an impersonal task demand. The hypothesis is proposed that females in American society have been taught to emphasize the process of their achievement strivings and males the impact of their achievement attempts. Empirical evidence is given to support this hypothesis and to elucidate the six types of achievement motivation.

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